



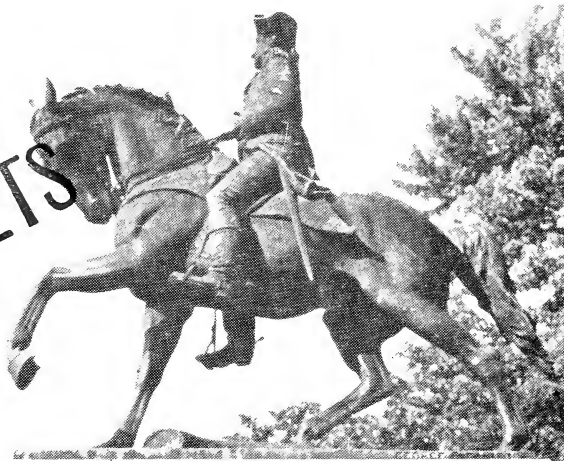
3 1833 01783 5973

—GENEALOGY—

977.202

F77AB

FORT WAYNE



General Anthony Wayne

PUBLIC LIBRARY

FORT WAYNE & ALLEN CO., IND.

PUBLIC SCHOOLS

Merle J. Abbett,
Superintendent of Schools.

INDIANA COLLECTION

HISTORICAL FACTS OF

First
School
In 1820

Fort Wayne was a village of traders, smiths and government employees with many people of French, Canadian and Indian descent when on May 29, 1820, the first school was opened. There were ten English scholars, six French, eight Indians, and one Negro. There were some thirty log cabins and two frame houses.

The following interesting statements are contained in some of the reports. "There were two boys of the Pottowattomie tribe, who after two weeks in school, are spelling words of four letters. About half of the scholars are writing and many of them a good hand."

In 1844 Mrs. Lydia A. Sykes, under the auspices of the Presbyterian Church, instituted the Female Seminary.

The year 1846 marked the opening of St. Augustine's Academy. In 1846 also the Lutherans of America, because of Fort Wayne's growth in power in the affairs of the church, selected Fort Wayne as the site for the important theological institution known as Fort Wayne Lutheran Male Academy. The year 1846 also marked the establishment of a Methodist College at a cost of some \$10,000.

By 1850
School Had
9 Months

These early years found several private and a few free schools reflecting a very generous interest in education.

The term of nine months had its beginning before the year 1850.

There are many names connected with the early endeavors that have come down through the years as progressive, successful citizens and leaders whose scope of usefulness extends far beyond the confines of Fort Wayne.

The following superintendents have served the School City:

George A. Irwin	1856-1863
E. S. Green	1863-1865
James H. Smart	1865-1875
John S. Irwin	1875-1896
Justin N. Study	1896-1917
R. M. Himelick	1917-1920
L. C. Ward	1920-1931
Merle J. Abbett	1932-

The school enumeration shows in September, 1863, there were 2,421 females and 2,358 males of school age. Out of a very heroic school beginning there has grown a great system of schools in a city of almost 150,000 people. It has grown because of a conscientious and devoted interest on the part of liberty-loving people who have believed that this freedom will and can endure through education.

The present day system of schools presents some inter-

esting facts in which our readers will have an interest. It is, of course, a very limited report and only physical factors of size can here be related. The constant successes of a very high percentage of our young people give unusual evidence that our school system is an institution for every boy and girl, regardless of their station or ability to pay for the services and assistance received.

20,000
Enrolled
In Schools

There are 20,000 children.

Six thousand now are in Senior High School. Four thousand were in attendance in year 1931.

About 35 per cent attend institutions of higher learning. Courses embrace the professional, business, industrial and educational fields.

There are 550 teachers and a total of 700 employees.

Thirty-one buildings house these groups of young people.

Courses are offered in Night, Adult and Apprentice Schools.

The majority of teachers in high school have five years' training in teaching subjects.

The majority of teachers in the elementary schools have four or five years of training in their teaching field.

The net worth of your school properties is six million dollars.

The bonded debt is the lowest in fifteen years.

The schools are serving every home regardless of its ability to pay.

ELEMENTARY SCHOOLS

The elementary schools formerly represented the only training received by a high percentage of pupils. It is today a highly coordinated unit to the whole scheme of Education. One of the outstanding achievements in raising standards lies in the definite increase in teachers' training during the past few years. This has been very apparent in the understanding of children reflected, professional attitude manifested, and the leadership afforded in the classroom and in worthy activities.

Standards
Are Raised

Positive emphasis is placed on the basic fundamental tool subjects: reading, arithmetic, and the language arts. Efficient performance in techniques and skills continues to be an important outcome in the elementary school. The experience curricula functioning in field trips, classroom situations, reference, reading and visual materials, radio, and cultural and character building participations are integral factors in our elementary school program. The guidance, supervision, and direction by Principals, Directors, and Supervisors has enabled a successful learning area for every child according

Many
Factors
Involved

to his ability on each grade level. The health, safety, and leisure time activities which receive the important consideration of all teachers, contribute to the physical, social, and emotional well-being of all children.

There are twenty-five elementary schools equipped in a modern way with every attention given to the comfort, health, and learning. The future defense of our Nation lies in the quality of citizenship we shall cause to be developed. A patriotic ardor and loyal appreciation of our Great Republic marks every single classroom endeavor.

All of our endeavors are greatly accentuated by the excellent cooperation of all adult agencies and citizens in the direction of building fine character and citizenship.

THE LANGUAGE ARTS

Words Are
Vital
Necessity

The emphasis given the language arts in our curriculum from kindergarten through senior high school is believed to be justified by both social utility and the dependence of personality development upon facility in language. Experience and words are the raw material upon which all learning is built. We think in terms of words. We express ourselves almost exclusively in terms of words. As symbols of things and ideas which are ever increasing in number and complexity, words have become the most negotiable commodity in the universe. A mastery of words thus becomes vital to the individual in every life situation.

Reading ability is recognized as a fundamental educational tool, out of school as well as in school. A major obligation of the school is to promote continuous development of well-coordinated, well-integrated reading habits which can be easily adapted to different reading situations. No one method is believed to be ideal for all children in any one learning situation. Variety is the keynote in methods, procedures, and materials. It is difficult to conceive how real differentiation could exist without variety and flexibility in a program.

Reading
As A Tool,
As Subject

Reading is taught both as a subject and as a tool in all content subjects. It is believed that the strong motivation back of "reading to learn" will not necessarily supply the efficient techniques and skills developed in definite periods of "learning to read." Although reading and other language activities are correlated as much as possible with all other pupil activities, correct reading habits and attitudes are considered too important to be entrusted to incidental learning. Systematic, carefully planned instruction in reading need not, moreover, impose upon pupils' interest, zest, or pleasure in reading.

Reading for information undoubtedly has great utilitarian value vocationally and socially. This skill may enable the individual to hold his job, to perform certain civic duties intelligently, to keep apace with technological progress. But it is reading for enjoyment that will contribute to richer living and fuller appreciation. This type of reading pleasure is encouraged from the beginning of the child's school experiences through poetry and storytelling. Effort is made to stimulate a child "to respond warmly and sensitively to emotional elements in language when used for purposes which one respects, but critically and warily when used to exploit emotions or prejudices."

Pupil interests and needs are met in the language program insofar as is deemed wise, but not at a sacrifice of all literary standards. Standards should be frequently reevaluated and revised. However, standards must be preserved if any real progress is to be achieved. Reading, grammar, speech, composition, etc. must start on the learner's level to be understood; but, if they do not offer something to raise the learner above his otherwise natural level, these subjects do not justify their place in the curriculum. A compromise must be made between the immediate, living interests of children and the time-proven, classical tastes of adults.

Interests
And Needs
Are Met

Despite the contempt of certain educational groups for spelling and penmanship, these subjects are taught in the Fort Wayne Public Schools. It seems very doubtful whether written discourse will disappear completely as prophesized. Furthermore it has been found that the abilities in the language arts are closely allied. A disability in spelling usually handicaps the child in reading; a serious disability in writing frequently affects the speech. The ability to write legibly need not inhibit individualistic tendencies and it may add greatly to the reading pleasure of one's correspondent. Likewise the ability to spell words selected because of frequency in social usage may not include a mastery of the vocabulary of "Pilgrim's Progress" and the Old Testament, but it may be of invaluable service to those who wish to write what they mean and to those who wish to understand what has been written.

Speech is receiving much greater emphasis. Adult education in preschool groups stresses the need of talking to the child and encouraging him to express himself verbally. Committee activities, informal assemblies, plays, stunts, radio presentations, verse speaking, etc. in the primary grades are developing a poise and self-confidence in children that amaze the ill-at-ease adult. On the upper grade levels, auditorium work, radio, dramatics, club activities, forums, and public

Speech Is
Getting
More Stress

speaking offer new opportunities. All school situations are giving more and more experience in the spoken word. Personal growth and social effectiveness demand that every individual be equipped to "think on his feet." Democracy demands that a small group, upon whom we should depend for leadership, be trained in the forensic arts.

The ability to create is encouraged in all children, in language arts and in fine arts. Creative writing includes stories, poetry, plays, radio scripts, journalism, factual exposition, speeches. These efforts offer compensation for many children who are elsewhere blocked or defeated. For other children these activities provide an expression of real creative ability which deserves recognition.

In all of the language arts Fort Wayne attempts to attain that fine balance between the practical and cultural; reading and literature; fact-finding and creative; skills and appreciation. In reading, writing, speaking, and listening all children should have a basic understanding of words.

PRIMARY SPECIALS, JEFFERSON PREVOCATIONAL, SPECIAL VOCATIONAL

Special Education Facilities

Special education facilities for children underprivileged with respect to learning opportunities include seven primary ungraded rooms, Jefferson Prevocational School, and two Special Vocational Classes at Central High School. The children served by this department have been underprivileged because of irregular attendance, many changes in schools, sensory defects, slow-learning ability, emotional disturbance, or meagre experiential background. They are not institutional cases but deviate seriously enough in one or more phases of development to necessitate segregation, at least temporarily, to provide the needed differentiation in content, materials, and procedures.

The primary ungraded rooms are located in regular elementary buildings in districts in which the need for this work is greatest. Shifts in the number and location of these rooms are made frequently in order to make the service the most effective. The ungraded rooms also vary in type, depending upon the locality and the pupil personnel. Some are special rooms for the typical subnormal child for whom some variety of special education will probably always be necessary. Other rooms are more of the opportunity type in which special coaching in specific subjects, or a radical change in attitude, will enable a child to return to regular grades and make a satisfactory adjustment. Pupils in ungraded primary rooms range in chronological age from seven to twelve.

Jefferson Prevocational School is a centrally located junior high school for pupils twelve or more chronologically. Its enrollment is drawn from the primary ungraded rooms and from the regular grades all over the city. Transportation is provided for children living at too great a distance. Although it does give considerable training in industrial arts and handwork, Jefferson is not a trade school. The curriculum includes the language-arts, social studies, arithmetic, science, music, art, health, physical education, safety, etc., in addition to the manual arts which are exploratory in nature. Jefferson is an end school for many pupils; for the pupils who are better equipped mentally and emotionally it is a preparatory school for Special Vocational Classes.

Jefferson
Not Trade
School

The Special Vocational Classes at Central High School, one for boys and one for girls, serve as finding or adjustment rooms for Jefferson graduates and, in smaller numbers, for Hanna Homestead graduates and seriously maladjusted pupils from high school. The teachers of these classes personally supervise all activities of a pupil during his first semester in this department. Gradually as the pupil finds and proves himself he is allowed to take more and more of the regular high school work. The attendance record of these pupils, their academic progress, their participation in school activities, and their work record several years out of school, all testify to the effectiveness of Special Vocational Classes and the entire program for this child who was once underprivileged with respect to learning opportunities.

SPEECH CORRECTION

The program of speech correction has as its primary concern those children who are handicapped and those who may become handicapped because of speech defects. In order that these children in our school system may be helped to gain security, happiness, and the ability to meet more adequately the demands of society, a threefold plan of speech reeducation has been made. This plan involves (1) correction, (2) general speech improvement, and (3) prevention.

Program
Involves
Three Parts

At present the major part of the program is that of correction. Children are given consistent retraining and mental hygiene so that they may learn to substitute new, correct speech habits for the old and so that they may eliminate those personality maladjustments resulting from the child's reaction to the evaluation of his speech difference by those in his environment.

This retraining is given individually or in small homogen-

eous groups to one hundred sixty-five elementary and junior high school children from sixteen schools. Fifty-five of this number are receiving instruction twice a week, seventy are receiving instruction once a week, and forty are receiving instruction twice a month.

Child Is
Encouraged
To Improve

Individual and group conferences with parents and teachers, at first discussing the child and his difficulty, and later his improvement, enable them to cooperate with sympathetic understanding in supplementing the work of the speech correction class. This is done by giving the child constant encouragement and opportunities for application of the new speech and mental hygiene habits.

The plan of speech improvement will enable all children in a grade or grades to have some speech training. This group training which may be correlated with reading, spelling or language will help to improve and often eliminate minor speech difficulties. It will aid in giving children a pride in clear enunciation, articulation, and correct pronunciation. It will serve as a more adequate preparation of more children for the specialized speech activities of junior and senior high school.

False
Ideas Are
Removed

The third part of the plan, that of prevention, is primarily a matter of adult education, most of which has been given to parents of preschool children. This education helps to eliminate the preconceived false ideas concerning the causes, symptoms, and correction of speech differences by giving true standards by which to judge a speech difficulty so that the child who needs help will not be ignored and the child with little or no speech difficulty will not receive too much attention. In both cases emotional conflicts may be avoided thereby preventing the development of personality deviations which are so difficult to eliminate in older children.

CLINICAL AND ADJUSTIVE

Several
Departments
Cooperate

The study, diagnosis, and adjustment of behavior and personality problems of school children is a cooperative enterprise of several departments: Attendance and Welfare, Visiting Teacher, and the Bureau of Research and Measurement assisted by Guidance, and the staff of School Physicians. Psychological and educational tests are given by the Bureau of Research. Visual and auditory defects are discovered by telebinocular and audiometer testing, a follow-up on correction being made by a trained welfare worker. Cases of physical disability, other than sensory, are likewise followed up. If the family is financially unable to obtain the necessary medical services, referral is made to the proper

social welfare agency.

Home calls are made by attendance workers who report on various environmental factors outside the school situation. The visiting teacher does case work with the most serious behavior problems in senior high school. Books and clothes for indigent children are provided through the Attendance and Welfare department. Cases involving the juvenile court or probation are also handled by this department. Children are protected against abuse and neglect insofar as possible.

Since there can be no clear-cut line of demarcation between school maladjustment and truancy, between anti-social behavior in school and infraction of law outside school, there must be a flexible working relationship between the school departments dealing with such cases. Fact-finding with regard to the child and his school is largely the job of the Bureau of Research. Fact-finding with regard to the home and community life is done mainly by the Visiting Teacher, and Attendance and Welfare. Counseling and adjustment within school is the work of guidance workers, teachers, and principals assisted by recommendations of a psychologist. Needed adjustments in the family situation are usually taken care of by Attendance and Welfare working through the various social agencies.

Welfare
Agencies
On Alert

These social welfare agencies offer invaluable service in ministering to child and family needs which are beyond the prerogative of a public school in a democracy. "Manifestly the public schools must cooperate day after day with a variety of social welfare agencies rendering specialized services to children and youth." The schools "are obligated not only to see and provide for their educational responsibilities to the community but also to cooperate in providing welfare services that are closely related to education."

HANNA HOMESTEAD

School for the Physically Handicapped

The school for the physically handicapped was organized to care for all children who cannot safely or profitably be educated with the normal group. Our present school is located in the Hanna Homestead, a typical colonial home with spacious grounds and gardens. The interior of the home has been ideally adapted to the needs of the handicapped child with two classrooms, recreation, activity, and exercise rooms. The spacious yard and garden provide much opportunity for healthful and interesting out-of-door activities. These handicapped children make a beautiful vegetable

Ideally
Adapted To
Their Needs

and flower garden each year. They are proud of the "blue ribbons" and first prizes won at the annual school children's fall flower show.

The program for the physically handicapped consists of academic studies following the curriculum of the regular elementary school, hand work emphasizing especially corrective physical adjustments as well as skills, systematic corrective exercises, and rest periods. A registered orthopedic nurse visits the school daily, giving corrective training and help to individual children.

Some Return
To Regular
Classrooms

Children are returned to the regular classrooms as soon as corrections are made and they are physically capable of working in the normal classroom situation. The curriculum for the physically handicapped school extends through the eighth grade. Four students from the school this year entered high school—two in regular classes and two in special classes.

It has been the aim and purpose of the school to provide an adequate educational program, systematic corrective exercises, and a happy social situation for all physically handicapped children.

THE CHILDREN'S MUSEUM

Museum
Supplements
Studies

The Children's Museum was first established in February, 1938, to house exhibits and utilize the second floor space in the Hanna Homestead. The purpose of the Museum is to extend, enrich, and supplement the regular school program through various types of visual aids. These aids consist of exhibits, collections, constructed set-ups, dioramas, geological, and zoological collections. The study of other lands and people is made more real through exhibits, maps, and dolls dressed in authentic costumes. Pioneer life is made a living experience through the furnishing of a typical pioneer home and an early American exhibit. Transportation is better understood through the development of models, showing types of travel from its earliest beginnings.

The plan of the Hanna Homestead Children's Museum is as follows:

Second Floor

Exhibits
Enumerated

Main Hall—Models and maps of the "Seven Wonders of the Ancient World." Geological specimens and collections.

World Room—Cases containing articles showing the culture of the people of foreign lands. The type of costume, home, flag, and map of each country is included.

Progress Room—Models showing the development of transportation. Models showing how homes are adapted to their physical surroundings.

Indiana Room—Fort Wayne in 1794. An exact model of the old Fort, historical relics, state emblems, pictorial map, industrial and resource maps.

Fort Wayne Room—Exhibits from Fort Wayne industries, parks, and memorials.

Historical Room—Flags of the world. Collection stamps, coins, Lincoln exhibit, replica of the Constitution of the United States.

Natural History Room—Bird life, animal life, ocean life, and plant life. Loans and exhibits of stuffed birds, animals, shells, etc.

Pioneer Room—This room is typical in type and furnishings to those common in this section of the country in 1800.

Early American Room—Collection North American Indian relics. Display of early American tools, household articles, utensils, etc.

Costume Room—Miniature costumes of foreign and ancient people. Life-size costumes from foreign countries.

Visiting Museum—Classes or groups of children under the guidance of the teacher may visit the Museum for particular study or observation. Docentry service is provided the group through the director who is in charge of the Museum. Individual children, Girl Scouts, Boy Scouts, etc., are encouraged to visit the Museum during leisure time.

Children
Often Visit
For Study

Loaning Cases—Through the extension department loaning cases have been assembled related to the study of history, geography, or natural sciences. These cases contain models, exhibits, costume dolls with descriptive cards or booklets. These loaning exhibits are sent out upon request.

The exhibits and models in all the rooms are being constantly enlarged and extended. It is our purpose each year to provide a wider and more extensive service.

OUR SENIOR HIGH SCHOOLS

One of the outstanding features of the Fort Wayne Public High Schools during the past decade has been the great holding power which they have shown. In 1930 the enrollments of the three high schools totaled 3,906, and in 1940 the enrollments are 6,023, an increase of 54 per cent, and this growth came when the total population of the city

Holding
Power
Increases

increased only approximately three thousand people.

The actual figures from one of the schools illustrate in a striking manner the extent to which our secondary school program attracts and holds our boys and girls. Of four hundred forty-five students who entered the school in 1936, three hundred seventy-seven, or 85 per cent, were still in school in the spring of 1940. This percentage is especially high as compared to the national average of 69. An investigation concerned with the number of young people of high school age working in industry in 1930 and again in 1940 shows that there was not a greater percentage with employment at the former time. The only conclusion, therefore, is that the offerings of the schools in classes and in out-of-school time are now meeting more of the interests and needs of young people than was true a decade ago.

Courses
Of Study
Remade

During the past ten years the courses of study in all subjects offered in the high schools have been re-made, some of them more than once. In fact, the making of the courses of study is a continuous process, with no proposed plan being accepted as the final word at any time. Adjustments have been made to meet the widely varying abilities of the groups of young people; subjects dealing with Consumer education have been introduced; home and family relationships have been emphasized; and everywhere time and attention are being given to the development of fine character and citizenship.

Vollmer
Patch Test
Is Given

The responsibility of the high school for training in Health, Physical Education, and Safety has been recognized in Fort Wayne, and additional time and effort have been devoted to these vital concerns. Following the general plan of the School City of doing everything possible to improve the health and health habits of the boys and girls, the high schools have, during the past two years, used the Vollmer Patch Test technique in discovering tendencies toward Tuberculosis in all cases where the parents would give their consent. Positive reactors have been checked, and X-ray service has been provided to those who could not afford it. Instruction in the matter of sex hygiene has also been provided, under carefully controlled conditions, for those students whose parents wished it. Efforts are being made through a fully integrated procedure to teach boys and girls the importance of good health habits and of periodic examination by competent medical people.

The courses in physical education have been developing toward the ideals established by the national committees. The program emphasizes play activities for all, graded according to the size and abilities of the students. Some idea

of the acceptance of this plan by the students may be gathered from the fact that the average student in the schools participates in at least two different intra-mural sports during the year. To meet the needs of the national emergency, and the recommendations coming from the groups concerned with national preparedness, the physical education programs are moving more rapidly to additional time, and greater emphasis upon physical development of a more robust nature.

Safety education has seemed, in Fort Wayne, to be worth more than a semester of formalized effort, so the subject is taught throughout the entire high school career of the student. In practically all of the departments there are definite items of Safety instruction which prove of unusual value when they are specifically emphasized. The need for seasonal instruction in safe practices is met by adapting the instructional program to the needs of the time; i. e. instruction in the handling of guns is given at the beginning of the hunting season; safety for swimmers is emphasized in the Spring when students start their usual trips to the lakes.

Safety
Education
Is Stressed

One of the outstanding departments of the three high schools of the city is that concerned with school publications. Each year the three institutions enter their papers and yearbooks in state, regional, and national competitions, and each time leading honors are won. The publications of the schools are completely the work of the students, with faculty supervision, and the papers in particular form one of our best means of keeping the patrons and the community fully informed concerning the activities and progress of the secondary schools.

Probably the best evaluation of schools could be made by examining the success of their graduates. Those of our students who prepare for college entrance, and make a good record here, have been universally successful in colleges throughout the United States. Those of our graduates who prepared for specific vocations are eagerly sought by employers. For instance, the graduates of our stenographic courses are always able to secure positions. And those of our graduates who have been successful in our general school work, and have profited from the citizenship training provided by our extensive extra-curricular programs, are finding useful and valuable positions out in their communities.

Graduates'
Success
Is Evidence

GUIDANCE IN OUR SCHOOLS

The third decade of the twentieth century brought to the people of America a more complete realization of the necessity for conservation. The depletion of physical and natural

Conserve
Human
Resources

resources was the first to command attention. Conservation of the inherited wealth in national resources became paramount in importance. Efforts now are directed toward the preservation of the type of freedom and individual liberty experienced by every American during the past one hundred sixty-four years. Continuation of that freedom and liberty depends, to no small degree, upon the conservation of human resources—depends upon the protection of the spiritual heritage of present-day children and youth. This is the real problem of the American people today.

Evaluate
Personal
Capacities

Conservation of human resources and perpetuation of the spiritual heritage of the American people calls for the complete development of every boy and every girl in all of his or her desirable capacities and abilities. Desirable capacities and potential abilities cannot be permitted to remain dormant. The best that is in every person must be discovered and must be developed. The demand is for the development of all-roundness of the individual—the development of the “whole being.” It is necessary that boys and girls become fully aware of the opportunities for personal development. They must appreciate those opportunities. They must be assisted to evaluate those opportunities in terms of self-analysis of their own personal capacities, traits, and aptitudes. This evaluation must be used as the basis for the making of personal choices and decisions. Young people need assistance in becoming acquainted with the opportunities open to them for personal development. Maximum development of those opportunities can be assured only through the careful supervision of teachers and other qualified persons. While in the process of development, there is constant need for personal adjustment.

One of the primary obligations of education is to make sure of the all-around development of every boy and every girl in all of his or her desirable capacities and abilities. In addition to causing boys and girls to become aware of the opportunities for personal development and in addition to causing a desire to be created within each boy and each girl to attain a maximum development of all of their desirable capacities and abilities, continuous and friendly counsel must be available to assist in making those personal adjustments that are necessary if maximum development is to be approached.

All Assist
Guidance
Program

The school division to provide for the maximum “all-around” development of every boy and every girl is known as guidance. It is more than a physical division—more than a mere service—it is a philosophy that permeates every classroom, every activity, and every function of the school. Every

teacher must have a dominating interest in the maximum development of every boy and every girl. Thus, every teacher is a guidance worker. To assist teachers in their guidance obligations in the classroom and in the activities periods, there must be those staff members who deal exclusively in guidance and who are well qualified by training and experience to lead and to direct the guidance activities of the school.

The guidance service embraces two functions. The first is an organized plan of group guidance. A definite time schedule is arranged. Group guidance materials are planned and prepared by the guidance directors and teachers. The group guidance period is one in which the pupil discusses **his** or **her** problems. The teacher directs the discussion from the sidelines rather than from the center of the stage. The second function of the guidance service is to make available to boys and girls individual counseling opportunities. Problems for individual counseling grow out of the group guidance work and out of regular classroom activities. The entire school is the guidance workshop.

BUSINESS EDUCATION

The business curriculums embrace:

1. **Basic business education** which includes:
 - a. Provision for the contribution of business education to general education—contribution to the development of all-roundness of the pupil.
 - b. A contribution to training for citizenship, intelligent consumption, and general economic intelligence and understanding, with special emphasis on the social organization known as business, and upon the significance of that organization to the individual.
 - c. Provision for training in those business activities in which the great majority of persons engage regardless of occupation, profession or social status.
 - d. A contribution to the broader field of business knowledge that will result in learners having a better understanding of the requirements, limitations, and opportunities of business and a mastery of basic principles underlying business occupations. This includes training in those attributes, attitudes, capacities, and abilities that are essential to success and yet are not technical in nature.
2. **Vocational business training** including:
 - a. Those business skills and abilities for which there is a need of vocational training and by means of which

Basic
Business
Education

boys and girls may gain entrance into business employment.

Significant
Features
Of Program

Some significant features of the program of business education:

1. Two closely related and integrated curriculums are provided as a means of fulfilling the obligations of business education—a basic business curriculum and a vocational business curriculum.
2. The basic business program is a four-year curriculum. The objectives listed for basic business education, in a foregoing paragraph, are curriculum objectives rather than the objectives of a subject given for a semester or a year.
3. The objective of the vocational business curriculum is **occupational proficiency**. It is designed to accommodate only those pupils who are potentially trainable for an office or business skill. Achievement standards are set in terms of occupational and employment requirements.
4. Penmanship, spelling, business arithmetic, English and speech, business behavior and business ethics, character and personality traits, are definitely a part of the presentation of business education for all business pupils.
5. An effective and functioning type of guidance service is the keynote to the program of business education.
6. Vocational business training is concentrated as near to graduation as possible.
7. Graduates secure employment readily. There is an average of two and one-half months between graduation and the first job.
8. There is a marked demand for basic business education on an adult level.

National
Attention
Is Drawn

In general:

During the school year of 1939-1940, more than 3,000 copies of the program of business education were requested by school officials throughout the United States and Canada.

Visitors from publishing companies, from city school systems, and from colleges and universities are extremely numerous.

The School of Business, of The University of Chicago, selected the secondary schools of Fort Wayne as a laboratory in which to center the activities of the Work Committee on Standards in Business Education. As a result of the investigation of the Work Committee,

The University of Chicago Conference on Business Education, in June, 1940, devoted one session to the topic, "What Fort Wayne Teaches Us."

DEFENSE EDUCATION

During the summer of 1940 the Federal Government instituted a course of training for unemployed youth. This training consists of vocational work with special emphasis on drafting, pattern making, and other training that will be of use in defense industries.

Defense
Training
Promoted

Central High School has been chosen as a unit for this instruction. Classes begin at 3:30 p. m. and close at 7:30 p. m.; five days per week. One hundred fifty young men have enrolled in this work. Several have already found employment in industry.

No attempt is made by the school to place these young men. Those who have found employment have done so mainly through the State Employment Bureau.

EVENING ADULT VOCATIONAL SCHOOL

Unique among the various departments and agencies of the Fort Wayne Public School System is the Adult Evening Vocational School. Started some twenty years ago, it has grown to an important institution in itself. One thousand students, under the guidance of twenty-five teachers, study many subjects. The commercial and industrial fields are the largest, yet one can specialize in anything from "Fashions" to "Electric Welding." The student is charged a small fee and the remainder of the costs is borne by federal, state, and local aid.

Many Adults
Further
Education

Most of the students are working people, between the ages of eighteen and fifty-five, who wish to improve themselves in their special line of work. Certain apprentice groups from various industries do part of their work in this school. A very definite need for adult education is being met.

INDUSTRIAL EDUCATION

Even though some phases of industrial education are offered in each of the three public high schools, as a measure of efficiency and economy, the more technical aspects of the course are offered in Central High School. Pupils from any part of the city, desiring to take this course, are permitted to attend that school. This course is definitely on the high school level and is in no way connected with either the Evening Adult Vocational School or the Defense School.

Industrial
Education
Is Offered

Among the courses offered are: Printing, plumbing, drafting, electricity, machine shop, metallurgy, welding, auto mechanics, blue print reading, brick masonry, sheet metal lay-out, and shop mathematics.

THE CITY OF FORT WAYNE: IN BRIEF

Churches
In City
Total 79

Area—17.5 square miles.

Banks—Eight.

Building Activity, 1937—Number of Permits, 1,594. Total construction costs, \$2,565,322.

Churches—All Denominations, 79.

Highways—Nine Major Roads Through City.

History—Old Indian village. First settled by the French in 1686. Scene of intermittent warfare between Indians, French, British and Colonial Americans for period of 100 years. Fort Wayne Stockade dedicated October 22, 1794. First Post Office, 1820. Incorporated town, 1829; city in 1840.

Homes—29,021. Sixty-five per cent individual home ownership.

Hospitals—Six; 854 rooms.

Hotels—27; 1,850 rooms.

Newspapers—Two dailies.

Native White
In City
93 Per Cent

Population—1940 United States Census: 118,193. Ninety-three per cent native white; 5 per cent foreign-born white; 2 per cent colored.

Radio—Two Broadcasting Stations.

Recreation

Golf courses 7

Parks 16

Theatres 16

Gateway to the famous Northern Indiana Lakes.

Retail

Retail outlets 1,620

Average annual sales \$45,000,000

Annual payrolls \$ 5,000,000

Rivers—Three. City founded "where three rivers meet"; St. Mary's and St. Joseph's Rivers join to form the Maumee River.

Schools—Public, 28; Parochial 24.

Taxes—1940 Rate, \$2.61 per \$100 valuation.

Transportation—Five steam railroads. One airline. Numerous interstate and intrastate truck and bus lines.

Utilities—One Municipal, Three Privately-owned.

Wholesale

Wholesale outlets 201

Average annual sales\$35,000,000

Annual payrolls\$ 3,000,000

Cultural Institutions of Fort Wayne

One Lutheran College
Three Public High Schools
Three Catholic High Schools and Academies
One Lutheran Academy
Twenty-five Public Grade Schools
Twenty-two Parochial Grade Schools
One Bible Training School
One Business College; Several Business Schools
One Technical College
One University Extension Center
One Art School
Children's Museum at Hanna Homestead
Museum in Honor of Abraham Lincoln
Allen County—Fort Wayne Historical Museum
Four Children's Homes
One Main Library and Five Branches
Y. M. C. A. and Y. W. C. A.

Cultural
Needs Well
Satisfied

Numerous organizations sponsor various kinds of cultural activities. Among these are the Civic Symphony, the Fort Wayne Community Concerts Association, the Fort Wayne Art School Association, and the Old Fort Players.

Welfare
Agencies
Supported

Fort Wayne looks after its welfare and charitable work through a Community Chest which supports 19 welfare agencies. Group work of particular interest may be seen at Wheatley Social Center, the Kate Bilderback Neighborhood House, and the Y. M. C. A., East Side and West Side branches. The Fort Wayne Council on Youth is a group of social workers and lay persons who have organized to study the problems of youth as related to community life, and to make recommendations to existing agencies as how to best solve these problems.

Some of the Diversified Industries of Fort Wayne

Allied Mills, Inc.
American Fork and Hoe Co.
American Steel Dredge Co.
Bass Foundry and Machine Co.
Boss Manufacturing Co.
Bowser, S. F., & Co.
Capehart Corporation
Essex Wire Co. of Detroit
General Electric Co.
General Hosiery Co.
Inca Manufacturing Division of Phelps-Dodge Copper Products Corp.

Fort Wayne
Industries
Varied

International Harvester: motor truck manufacturing division

Joslyn Manufacturing & Supply Co.

Magnavox Company, Ltd.

Minnesota Linseed Oil Paint Co.

Rastetter, L. C., & Sons

Rea Magnet Wire Co.

Tokheim Oil Tank & Pump Co.

Truck Engineering Co.

Virginia-Carolina Chemical Corp.

Wayne Knitting Mills

Wayne Pump Co.

Western Gas Division of Koppers Co.

Principal Products Manufactured in Fort Wayne

Amplifying systems, automatic phonographs, baked goods, beer, candies, castings, chairs and tables, cigars, copper wire products, electrical apparatus, equipment and appliances, including demand meters, time relays, coin switches, sewage disposal units, transformers, motors of many sizes, and refrigerating units for domestic and commercial uses; electric signs, dairy equipment, dairy products, display cases, farm tools, fertilizers, foundry products, gas manufacturing equipment, gasoline station equipment, gloves, hosiery, meat packing products, men's and ladies' wearing apparel, mining machinery, mittens, motor trucks, neon signs, oil burners, paint, paper boxes, pistons, plumbing supplies, radio equipment, railroad car wheels, rolling mill products, steam boilers, steel dredges, barges and tugboats, truck bodies, valves, washing machines and ironers, etc.

Products
Made Are
Extensive

HECKMAN

B I N D E R Y . I N C .

Bound-To-Pleasure®

JAN 03

N. MANCHESTER, INDIANA 46962

